

Cottenham Village College



Astrea Academy Trust
INSPIRING BEYOND MEASURE

HEAD OF HISTORY

CANDIDATE PACK



Open Letter from our Regional Director

Dear Candidate,

Thank you very much for your interest in becoming Head of History at Cottenham Village College which is brimming with potential. The position provides a genuinely exciting opportunity to be part of a team driving the next phase of school improvement, as the academy moves towards excellence.

To ensure that we continue to excel and strengthen further, we are keen to attract exceptional colleagues to join the staff team and school community to realise the potential evident within CVC. We are keen to attract the right calibre of professional to work alongside our dedicated team of staff; a colleague who shares our vision and commitment to a knowledge-rich curriculum and a traditional approach to teaching, behaviour and culture, influenced by Lemov's Teach Like A Champion and Tom Bennett.

We believe that schools must teach powerful knowledge, 'the best that has been thought and said' and an 'entitlement curriculum' for all, with an underpinning philosophy that 'education for all should confer the benefits associated with education for the rich' (Michael Young). With careful curriculum design, spaced retrieval practice, detailed assessment and achieving mastery in small steps, rates of progress can increase greatly. We believe in explicit instruction and have been greatly influenced by Lemov's 'Teach Like A Champion', Rosenshine and recent developments in cognitive science. Excellent teaching must sit alongside a carefully considered and sequenced curriculum, implemented successfully and consistently through a culture of deliberate practice and instructional coaching.

We have recently launched the Astrea Behaviour Curriculum, where behaviour expectations and routines are explicitly taught and deliberately practised. The creation of a scholarly culture that is warm and strict, disciplined and joyful, where there is 'purpose not power', ensuring impeccable behaviour, where teachers can focus on teaching and pupils can focus on learning, underpins everything. There needs to be relentless consistency with the implementation of the behaviour policy in every classroom, and overcommunication of the 'why' to all stakeholders, to help ensure impeccable behaviour.

We have also embarked on a process of codifying what works across our secondary academies, through publication of a series of frameworks, which inform academy policies. Sir David Carter states *'Without some degree of standardisation, the turnaround process will be lengthier and more chaotic than is necessary and the casualties are not the adults, but the children who only have 2280 days of schooling between reception and the end of Year 11.'*

The position is a great match for someone who shares the Trust's vision for educational excellence and has the focus to drive improvement at a pace, building on the school's strong academic foundations. You will be a team builder, able to motivate staff and pupils. You will expect a lot from people and provide strong support to them.

If you are aligned to our mission and values, have a strong track record of improving young people's education and a drive to do more, we very much look forward to hearing from you.

With very best wishes,

Jo Myhill-Johnson

Regional Director, Astrea Academy Trust

SCHOLARSHIP

TENACITY

CURIOSITY

RESPONSIBILITY

RESPECT

Open Letter from our Principal

Dear Candidate

I am delighted that you are interested in applying for the post at Cottenham Village College, a highly-successful 11-16 mixed academy situated close to the beautiful city of Cambridge; here you will find hard-working, well-behaved students and friendly, dedicated staff who are committed to a fully inclusive, comprehensive education. Our school, which has close to 900 students on roll, is part of the Astrea Academy Trust, a thriving family of 27 academies across South Yorkshire and Cambridgeshire.

The college was established in 1963, one of several village colleges in the region that were the inspiration of educational pioneer Henry Morris, who believed that the school should be at the heart of its community and that education should be a lifelong process. This vision of a school that serves and involves its whole community, that fosters high aspirations and inspires a love of learning is as central to our ethos today as it was when it opened.

Through a highly-ambitious curriculum at CVC, we aim to foster students' curiosity, unlock their potential and raise their aspirations, as well as ensure that students achieve high levels of attainment that will open doors for their future. A stimulating and broad curriculum also places students in a strong position to question and debate the world around them, making them intellectually resilient and prepares them for citizenship in a democratic society. We believe this is a right of all students and one which is liberating and empowering.

We are equally proud of the wider curricular provision at CVC, both in formal lessons and outside the classroom. Our extensive range of extra-curricular activities, including sports, music, the Duke of Edinburgh's Award programme and residential trips, help to give all students a fully-rounded education and creates opportunity for their personal, as well as their academic, growth.

Cottenham Village College is a friendly, positive and exciting place to work and to learn and we take great pride in the high standards our students consistently achieve. Students leave as happy, well-qualified and well-motivated individuals who go on to excel in local sixth forms, colleges, universities and the wider world. Students' performance in their GCSEs is consistently strong, placing the school in the top 20% of schools nationally for student progress.

As a truly comprehensive school, we are also proud of our close association with The Centre School, a SEMH special school that shares our site and caters for over 100 students with EHCPs from across Cambridgeshire. At Cottenham Village College, we also have an excellent provision for students with special educational needs, including specialist teaching assistants who support students with hearing impairment.

The school is well-known for its excellent professional development and learning programmes for staff. We ensure that all our colleagues access high-quality CPD, and we take our responsibility to teacher development seriously so they can be highly-effective practitioners. We place great value in, and commitment towards, subject-specific CPD and as a member of staff you will have the support you need to make progress in your career, both from the school and from Astrea Academy Trust.

To find out more about our academy and our highly ambitious curriculum please visit our [website](#)

Prospective candidates are warmly encouraged to visit prior to application. Please contact Sharon O'Mullane - headspa@astreacottenham.org - to arrange a suitable time.

Very best wishes,

Zoe Andrews
Principal at Cottenham Village College



Job Description

JOB TITLE:

Head of History

REPORTING TO:

Senior Leadership Team

SALARY RANGE:

MPS 1 - UPS 3 - £28,283-£44,556 per annum
plus TLR2a - £3,017 per annum

CONTRACT TYPE:

Permanent

WORKING PATTERN:

32.5 hours, 52 weeks per year



Role Description

The Person

We are looking for someone who can lead a team to:

- provide a clear rationale for why an education in History should be an entitlement for all students regardless of their academic ability;
- maintain an enthusiasm for their subject discipline, reads widely around their areas of historical specialism and is willing to participate in subject-specific discussions within the subject team;
- keep up-to-date with recent debates and developments in History education, including the published discourse of history teachers within the United Kingdom;
- collaborate with other History teachers to produce historically rigorous and conceptually focused enquiries and to teach these from Years 7 to 11;
- demonstrate the necessary humour, communication and professionalism to work within a highly collaborative environment;
- support colleagues with an academic background in History and who will have Qualified Teacher Status.

A new colleague can expect to receive the support of a collaborative team and to work in an environment that encourages wider participation in the history education community.

Job Purpose

Be accountable for leading, managing and developing history. Be accountable for raising standards of student attainment and achievement within history and to monitor and support student progress. Lead, train, support, and manage the other colleagues. Ensure the provision of an effective, knowledge-rich curriculum in history and make a significant contribution to our extra-curricular programme.

Main Duties

Operational / Strategic Planning:

- Lead the development of appropriate syllabuses, resources, schemes of work, marking policies, assessment and teaching and learning strategies in the department.
- Day-to-day management, control and operation of course provision with the department, including effective deployment of staff and physical resources.
- Assist in monitoring and following up student progress.
- Implement school policies and procedures effectively.
- Work with colleagues to formulate aims, objectives and strategic plans for the department which have coherence and relevance to the needs of students and to the aims, objectives and strategic plans of the school.
- Lead and manage the business planning function of the department, and to ensure that the planning activities of the department reflect the needs of students within the subject area, the school, SEF and Raising Achievement Plan and the aims and objectives of the school.
- Ensure that health and safety policies and practices, including risk assessments, throughout the department are in-line with statutory requirements and are updated where necessary, liaising with the site team and Director of Operations.
- Be a member of the appropriate teams (such as Heads of department) and take a corporate responsibility for the leadership of the school.

Curriculum Provision:

- Ensure the delivery of an appropriate, comprehensive, high quality and cost-effective knowledge-rich and knowledge-led curriculum programme that complements the school improvement plan and school self-evaluation.
- Promote the role of history in the social justice agenda - the entitlement of students to be inducted into “the community of educated people”.

Curriculum Development:

- Lead curriculum development for history, eschewing ‘fads’ or ‘quick fixes’ in favour of effective learning strategies within a rigorous and challenging curriculum.
- Keep up to date with national developments in the subject area and teaching practice and methodology.
- Consider how all students have the opportunity to engage in history activity.
- Actively monitor and respond to curriculum development and initiatives at national, regional and local and school level.
- Liaise with the Examinations Officer to maintain accreditation with the relevant examination and validating bodies.

Staffing:

- Identify staff development needs and ensure that appropriate programmes are designed to meet such needs.
- Develop teachers and staff subject knowledge, and the passion for the subject in the school.
- Undertake appraisal reviews and to act as reviewer for a group of staff within the area.
- Make appropriate arrangements for classes when staff are absent, ensuring appropriate cover within the department liaising with the Cover Manager/relevant staff to secure appropriate cover within the department.
- Participate in the interview process for teaching posts when required and to ensure effective induction of new staff in line with CVC procedures.
- Promote teamwork and to motivate staff to ensure effective working relations.
- Participate in the school’s training programmes as appropriate.
- Be responsible for the day-to-day management of staff within the department, including overseeing peripatetic instrumental tutors, acting as a positive role model



Role Description

Quality Assurance (in liaison with line manager):

- Establish the process of the setting of targets within the department and to work towards their achievement.
- Establish common standards of practice within the department and develop the effectiveness of teaching and learning styles within the department.
- Contribute to the school procedures for lesson observations and learning walks.
- Implement school quality assurance procedures to inform practice within the history team and to feed into whole-school priorities for staff development.
- Monitor and evaluate the department in line with agreed school procedures including evaluation against quality standards and performance criteria.
- Support colleagues to develop and enhance their practice in the light of QA data when required.
- Ensure that the department’s quality assurance procedures meet the requirements of self-evaluation and the subject’s strategic plan..
- To write department SEF and Raising Achievement Plan.

Management Information:

- Ensure the maintenance of accurate and up-to-date information concerning the department as required by the school systems.
- Make use of analysis and evaluate performance data provided.
- Identify and take appropriate action on issues arising from data, systems and reports; setting deadlines where necessary and reviewing progress on the action taken.
- Produce reports within the quality assurance cycle for the department.
- Engage in professional discussions around student outcome data to develop subject-specific practice.
- Manage the department’s collection of data in conjunction with the data officer and examinations officer.
- Provide the Principal, SLT, and Governing Body with relevant information relating to the department’s performance and development.

Communications:

- Ensure that all members of the department are familiar with the CVC aims and objectives.
- Ensure effective communication/consultation as appropriate with the parents/carers of students.
- Liaise with the Astrea Academy Trust, partner schools, higher education, industry, examination boards, awarding bodies and other relevant external bodies.

Marketing and Liaison:

- Contribute to the school’s liaison and marketing activities, e.g. the collection of material for press releases.
- Take responsibility for advertising any history events with the school community and beyond.
- Lead the development of effective subject links with partner academies and the community, attendance where necessary at liaison events in partner academies and the effective promotion of subjects at open days/evenings and other events.
- Actively promote the development of effective subject links with external agencies.

Management Resources:

- Manage the available resources of space, staff, money and equipment efficiently within the limits, guidelines and procedures laid down; including deploying the department budget, acting as a cost centre holder, requisitioning, organising and maintaining equipment and stock, and keeping appropriate records.
- Ensure that the department’s teaching commitments are effectively and efficiently time-tabled and roomed.

Pastoral System:

- Monitor and support the overall progress and development of students within the department.
- Monitor student attendance together with students' progress and performance in relation to targets set for each individual; ensuring that follow-up procedures are adhered to and that appropriate action is taken where necessary.
- Ensure the school’s behaviour management systems are implemented in the area so that effective learning can take place.
- Be familiar with the school’s Child Protection/Safeguarding Policy and to report concerns to the designated safeguarding lead.

School Duties

- Undertake duties before school, after school and at break, on a rota basis.
- Take reasonable care of department resources and to account for any equipment used.
- Set cover work when absent.
- Report anything that could endanger or threaten the health and safety of students or staff to SLT.



Role Description

Teaching

- Undertake a programme of teaching in accordance with the appropriate professional standards and the school curriculum.
- Teach students according to their educational needs, including the setting and marking of all class work and coursework carried out by students in the school and elsewhere.
- Assess, record and report on the attendance, progress, development and attainment of students and to keep such records as are required.
- Provide, or contribute to, oral and written assessments, reports and references relating to individual students and groups of students.
- Ensure that ICT, literacy, and numeracy are reflected in the teaching/learning experience of students.
- Ensure a high-quality learning experience for students that meet internal and external quality standards.
- Prepare and update subject materials.
- Maintain discipline in accordance with the school procedures, and to enforce good practice with regard to punctuality, behaviour, standards of work and homework.
- Undertake assessment of students as requested by external examination bodies, curriculum areas and school procedures.
- Mark, grade and give written/verbal and diagnostic feedback as required.
- Liaise with SENDCO and form tutors over students with special educational needs and to modify teaching accordingly, maintaining high expectations.

Form Tutor Duties

- To be a Form Tutor.
- Develop positive working relationships with parents of students in your care.
- Offer care and support to students in all aspects of their school life and prepare them for adult life;
- Develop an understanding and knowledge of each student as an individual;
- Enable students to play an active role in all aspects of the school’s tutorial and PSHE/conference day/careers programme;
- Undertake all administrative tasks to ensure the smooth day-to-day running of the school

Additional Duties: Health and Safety:

- To have due regard for health and safety in the workplace.
- To be familiar with, and adhere to, relevant parts of the school’s Health and Safety Policy.
- Co-operate with health and safety requirements.
- Report all known defects.
- Use, but do not misuse anything provided for your health, safety and welfare.
- Do not undertake unsafe acts.
- Inform the head of establishment of any ‘near-misses’.
- Be familiar with the emergency action plans for fire, first aid and security issues.
- Undertake specific designated duties regarding emergency evacuation.
- Raise health and safety and environmental issues with students.

Child Protection:

Cottenham Village College is committed to safeguarding and promoting the health, safety and welfare of children, young people and vulnerable adults. Staff and volunteers are expected to share this commitment for whom they are responsible or with whom they come into contact in the course of their duties. All successful candidates will be subject to Criminal Records Bureau checks along with other relevant employment checks.

Standards and Quality Assurance:

- Support and contribute to the aims and ethos of the school as identified in the staff handbook.
- Promote and model good relationships with pupils, colleagues, parents and visitors.
- To maintain an effective working relationship with all members of staff.
- Set a good example in terms of dress, punctuality and attendance.
- Participate in any necessary training and attend staff meetings where relevant.
- Participate in the College’s staff appraisal process and take a lead in own professional development.
- Be aware of and comply with policies and procedures relating to child protection, health and safety, security, confidentiality and data protection.
- Any other responsibilities not listed above as reasonably requested by the Principal.



Person Specification

Education and Qualification

Essential:

- Degree or equivalent (subject-related)
- Qualified Teacher Status
- Evidence of relevant professional development

Desirable

- An active participant within the history teaching community in the UK

Experience

Essential:

- Relevant and recent teaching experience of history across the range of prior attainment
- Use of quality assurance systems and policies to improve teaching and learning
- Ability to successfully manage behaviour in the classroom and support others to do so
- Ability to manage time effectively and work under pressure and meet deadlines
- Ability to understand and deploy assessment practices to support learners
- An understanding of how to manage resources effectively to meet curricular aims.

Desirable:

- Experience of staff development, coaching and mentoring and delivering CPD.
- Contribution to creating subject-specific QA approaches for a team.

Skills and Knowledge

Essential:

- Excellent and up-to-date knowledge and understanding of developments of curriculum, teaching and learning strategies and assessment
- Knowledge of pedagogical strategies to ensure students can maximise retention in long term memory
- Can articulate the relevant subject-specific knowledge that students should leave school within order to join the 'community of educated citizens'
- Keeps up-to-date with educational research and literature and can explain how this influences their classroom practice.
- Commitment to inclusive and high achieving comprehensive education
- Knowledge of how history may contribute to an inclusive and varied extra-curricular programme.
- Experience of organising and leading whole-school history events or similar

Desirable

- Experience of organising and leading whole-school history events or similar

Personal Qualities

Essential:

- Value-driven: Commitment to enacting the values of the school and the Trust in day-to-day practice
- Commitment: sustained energy and enthusiasm to achieve the Principal's vision for improvement
- Flexibility: ability to adapt and implement change, willingness to learn and develop new skills
- Self-motivation: ability to initiate and complete routine and non-routine work independently
- Self-awareness: self-reflective practitioner, aware of own strengths and areas for development
- Social awareness: team player and motivator, emotionally intelligent, relationship builder
- High standards: leading by example, professional, continually upholding Academy aims and ethos
- Resilience: ability to remain calm under pressure, regulates own emotions, excellent attendance
- Empathy: genuine care and passion for working with and developing young people and adults
- Innovative: passionate about embracing new technologies, methodologies, ideas and practices
- Positivity: sense of humour, ability to inspire and energise others, 'can do, will do' approach

This is not exhaustive.

Astrea Academy Trust is committed to safeguarding and promoting the welfare of children and young people. We expect all staff and volunteers to share this commitment. Posts are subject to enhanced DBS checks.



About Astrea

Astrea is an ambitious, dynamic and young trust with a mission to tackle historic educational disadvantage and raise quality standards across all of our schools. Our academies are based across South Yorkshire and Cambridgeshire, often in areas or at schools which have experienced generationally poor educational opportunities. Our role is to change that. We have grown rapidly over the last four years and now educate around 14,000 students in 27 academies and settings. Whilst our educational outcomes have improved over the last 4 years, they are not yet as strong as we would like them to be, nor as strong as our students and communities deserve. With this in mind, we are entering a new period in our development. We are increasingly clear and specific about our vision for behaviour, curriculum and teaching quality.

Key Characteristics of our academies:

- High aspirations, with a firm emphasis on academic attainment
- A knowledge-rich curriculum that develops a general knowledge of the world not simply for progression for the workplace, but for the love of the acquisition of knowledge
- A calm and purposeful learning environment built on mutual respect and centralised behaviour systems
- Outstanding pastoral care with the provision of specific trust delivered SEMH services where appropriate to the student
- Standardised reading and arithmetic catch-up programmes for students where this is relevant that are taught by specialists
- Active parental and community involvement
- A broad range of extra-curricular activities including sports, music, performing arts and academic clubs

Objectives for students:

- Encourage all children to be confident, hard-working and ambitious, regardless of background
- Transmit a core body of knowledge to all students and the ability to think for themselves in order to be aware of the world around them
- To be active and thoughtful participants in their local community
- To be successful in achieving their qualifications at both GCSE and A Level

A knowledge-rich education:

- By a knowledge-rich education we mean a rigorous and extensive, knowledge-based education that draws its material and methods from the best and most important work in both the humanities and the sciences.
- The aim of a core-knowledge education is not primarily to prepare students for a job or career, it is more to transform their minds so that they are able to make reasonable and astute judgments and engage fruitfully in conversation and debate – not just about contemporary issues, but also about the universal questions that have been troubling mankind throughout history.
- We want children to leave our schools with the confidence that comes from possessing an essential general knowledge. A knowledge-rich education should not confine itself to the Western canon, but should embrace other cultures and traditions. What that canon includes will be subject to review, but will always be closely connected to the history and the present nature of the society in which we live, including our international connections.

View the [Astrea 2025 Strategy here](#)



Astrea Academy Trust are delighted to be part of such an important movement, which will ensure we have the guidance to challenge attitudes towards disability, tap into wider talent pools and help all individuals across the Trust fulfil their potential and realise their aspirations. As a Disability confident employer, we have pledged to promote a culture that ensures there are no barriers to the development and progression of disabled staff.



Astrea Talent Programme

We believe that everyone has talent. At Astrea, we want your career to flourish, nurturing potential through the Astrea Talent Programme. This provides a defined career pathway, with associated personal and professional development way points and opportunities, funded by the Trust, wherever you start on the pathway. From apprentice to senior leader, we are devoted to growth and fulfilment. We want you to realise your ambition plus competence towards a brilliant education for all our students, giving them the opportunities they truly deserve.

